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ABSTRACT

A study of a cohort in the school district of Saginaw, Michigan was begun in Fall 1986. The primary aim of the study was to follow the students from the time they entered high school until they left, either by graduation, transferal, or termination. The specific cohort in the study was the 1986-87 sophomore class scheduled to be the graduating class of 1989. Of the student cohort, 55.6% graduated; 22% transferred; and 16.3% dropped out. Males tended to drop out at a higher rate than did females. Students age 17 and 18 tended to graduate while those who were older tended to drop out or seek alternate education, such as adult education. These findings imply not only revisiting retention policies, but emphasizing programs designed to help such students keep up with their peers. The main reasons cited for dropping out were related to non-attendance. Female and Hispanic students tended to go to adult education rather than drop out. A small percentage of the original cohort was still enrolled in the school system at the end of the study. This finding not only supports the rationale of extending the time frame of the study but also points out that, for some students, the value of a high school diploma is worth remaining in school even though their age peers have left. (Recommendations and appendices with results are included.) (LLL)

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EVALUATION REPORT

COHORT DROPOUT STUDY: 1989

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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COHORT DROPOUT STUDY: 1989

An Approved Report of the
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INTRODUCTION

Traditional dropout studies are limited in the degree to which they can explain the dropout situation. The studies, being cross-sectional in nature, examine the number of students who voluntarily terminate their school attendance on or before a specific date. They provide some degree of understanding about who the dropouts are (their age, ethnicity, and gender) for a given year and what the degree of the problem is (the percent who drop out vis-a-vis the percent who remain as students). However, such studies lack the depth to explain what happens, over time, to a group of students as a whole. They do not, for example, provide rates of graduation, nor rates of transferal to other districts or adult education options.

Cohort studies may offer that extra depth. They are longitudinal examinations of the educational careers of a class of students (a cohort). Within this type of study, students are tracked throughout a time in their school career (usually their high school years). Like traditional dropout studies, cohort studies offer demographic information about the students who drop out and indications of the degree of the dropout problem. In addition, they offer examinations of other related rates: what number and percent of students graduated, transferred, or left school in some other way.

This method has been used by the New York City Board of Education (Education Week, 1987) and has been used and/or recommended by Fine (1986), Hammack (1986), and Morrow (1986). Further, the Michigan Department of Education (1990), under Public Act 25, now requests districts to provide much of the information which is used in conducting a cohort-type study.

A study of a cohort in the School District of the City of Saginaw

was begun in Fall, 1986. The primary aim of this study was to follow the students in a cohort from the time they entered high school until the time they left, either by graduation, transferal, or termination. A secondary aim of the study was to describe the members who graduated, transferred, and left by the categories of gender, ethnicity, and age.

The specific cohort in this study was the 1986-87 sophomore class scheduled to be the graduating class of 1989. From this point on, they will be referred to as the 1989 cohort.

The text of this report will be concerned with the movement of the 1989 cohort, i.e., what happened to them, during the four years spanning the 1986-87 and the 1989-90 school years. Specifically, the number and percent of members who graduated, remained as students, transferred (either to another K-12 system or to an adult education option), and who terminated their educational program will be described. This information will also be examined with regard to the members' demographic backgrounds.

METHOD

In this study, a cohort is a group of people (here, students) which is defined at a certain point in time, to which no further members may be added but from which members may leave (and return). Data are collected intermittently to explain some of the dynamics or characteristics of the group.

Toward the aims of this study (describing the movement and characteristics of the 1989 cohort), students were identified and intermittently tracked to determine if they remained within the school district's K-12 system or left (and if so, by what form of movement).

Specifically, the 1989 cohort consisted of sophomore level students who were enrolled in and had not withdrawn from either Arthur Hill or Saginaw High by September 26, 1986 (that year's Fourth Friday count date). Each member was tracked to assess their movement (if any) at the end of each school year until one year after the time members were scheduled to graduate (1987 through 1990, inclusive).

At the outset, readers should be aware that the data presented here were based upon records prepared at the individual building level and thus may not be totally without error. However, the Department of Evaluation Services took steps to enhance the quality of the data. These included providing periodic inservices for personnel involved with the record-keeping procedures, on-sight checks of the data collected, and reviews of the accuracy of data collection procedures. (Consult Appendix A to find a comprehensive description of the procedures used in this study.)

RESULTS

The findings of this study are presented in three sections. The first will detail the movement and characteristics of the 1989 cohort as a whole. The two subsequent sections will describe the movement and characteristics for each high school.

THE 1989 COHORT

On September 26, 1986 (that year's Fourth Friday count date) there were 1,179 sophomore level students in the Saginaw Public Schools.[1] These students, described in Tables 1 - 3, below:

TABLE 1. NUMBER AND PERCENT OF 1989 COHORT BY GENDER.

Gender	Number	Percent
Male	594	50.4
Female	585	49.6
TOTAL	1179	100.0

[1]The cohort consisted of only those students who were enrolled by and who had not withdrawn by Fourth Friday count day. It may not necessarily be equal to the official Fourth Friday count because the auditing processes used by Child Accounting may result in the exclusion of some of these students or the inclusion of other students before arriving at a final total.

TABLE 2. NUMBER AND PERCENT OF 1989 COHORT BY ETHNICITY.

Ethnicity	Number	Percent
American Indian	12	1.0
White	345	29.3
Hispanic	120	10.2
Black	698	59.2
Oriental	4	0.3
TOTAL	1179	100.0

TABLE 3. NUMBER AND PERCENT OF 1989 COHORT BY AGE IN FALL, 1986.

Age	Number	Percent
13 Years	2	0.2
14 Years	142	12.0
15 Years	712	60.4
16 Years	254	21.5
17 Years	54	4.6
18 Years	13	1.1
19 Years	2	0.2
TOTAL	1179	100.0

A review of Tables 1 - 3 reveals that the majority of the cohort was composed of Black students (59.2%) with the next largest subgroup, Whites, comprising less than a third (29.3%) and Hispanics comprising 10.2%. The remaining ethnic groups combined made up less than 2% of the cohort. The majority (60.4%) were 15 year olds and the next largest percent (21.5%) were 16; making the group slightly older for a sophomore class. (The typical sophomore is 15 and this group is, on average, just older than 15.)

We will now turn to what happened to these members during their high school careers.

MOVEMENT IN THE 1989 COHORT

Table 4, below, summarizes the movement of the 1989 cohort at the conclusion of the study period.

TABLE 4. "MOVEMENT" WITHIN THE 1989 COHORT, 1986-1990.

Movement	Cohort	
	Number	Percent
Original Cohort	**1179**	**100.0**
Graduates	655	55.6
Transfers to another school district	81	6.9
Transfers to Saginaw's adult education option	178	15.1
Remaining students	24	2.0
Agency placements or incarcerations	4	0.3
Deaths	1	0.1
Not found	44	3.7
Composite Dropouts* (combined over three years)	192	16.3

*Even though this category is termed composite dropouts, these students may have returned (subsequent to being categorized into this group and prior to the end of this study) to schools elsewhere in Michigan or across the United States. Thus, the number and percentage of dropouts in reality maybe an **overestimate** of the **actual dropout number and rate.**

As can be seen in Table 3, the majority of members (655; 55.6%) graduated from high school in Saginaw.

Among those who did not graduate, those who transferred, either to another K-12 system outside our district (6.9%) or to an adult education option in our district (15.1%), form the next highest percentage when combined (22.0%).

One hundred ninety-two members (16.3%) did drop out of school.

To put the dropout rate of 16.3% in the perspective of annual studies, Barber (1987) pointed out that the dropout rate within a cohort study will be 1.5 to 2.5 times greater than the dropout rate of a traditional (annual) study examining "similar cohorts and grade/year spans" (p. 52). Following this guide, the 16.3% dropout rate seen here would be comparable to rates ranging from 6.5% to 10.9% in a traditional study covering the same students and the same time span. A review of Saginaw's 1988-89 annual study dropout rate (grades 10-12) for 1988-89 was 6.7%. This figure is within the 1.5 to 2.5 times larger formula that would predict a 16.3% cohort dropout rate. The "Detroit News", on Thursday, May 17, 1990, reported that about 38.4% of Detroit's 1989 cohort dropped out. As can be seen, Saginaw's cohort dropout rate is substantially lower than Detroit's cohort rate when approximately the same procedures were followed.

As can be seen in Table 4, 96.3% of the cohort was accounted for. Three types of movement, graduation, transfer and dropping out, accounted for 93.9% of the cohort movement.

In addition, it should be pointed out that 22 students (2.0%) still remained in school over one year after their class was scheduled to graduate. Thus, for a small group of students, the promise of a high school diploma appears to motivate them even when most of their classmates have left.

As can be seen in Table 4 above, there were 44 members (3.7%) of this cohort who were not found; what movements they made could not be verified. They may have dropped out, but other explanations, e.g., attending an adult education program in another district, must be considered.

In the following subsection, this movement by demographic characteristics of the cohort will be considered.

MOVEMENT OF THE 1989 COHORT, BY DEMOGRAPHIC CHARACTERISTICS

A secondary aim of this study was to describe by gender, ethnicity, and age, the members of the 1989 cohort who graduated, stayed, transferred, and left. Tables B.1.1 through B.7.4, in Appendix B, provide these descriptions.

Because, as was just pointed out, the vast majority of members (93.9%) either graduated, transferred, or dropped, the following discussion will be focused on those movements and not focus on infrequently occurring events such as agency placements, etc.

Highlights from the tables in Appendix B follow.

Graduates (Tables B.1.1 - B.1.3)

As might be expected, the 1989 cohort, started with approximately equal proportions of males and females. However, among students in the 1989 cohort who graduated, there were 9.0% more females than males.

White students comprised a larger percent of the cohorts who graduated (37.1%) than they did of the entire original cohort (29.3%). The opposite was true for Black and Hispanic students (53.6% versus 59.2% and 7.8% versus 10.2%, respectively).

The vast majority (91.5%) of graduates were either 17 or 18 years old they graduated.

Transfers To Another District (Tables B.2.1 - B.2.3)

By gender, 6.2% more males leave our school system for another school system than females.

The White racial/ethnic group leaves more frequently than the Black or Hispanic groups in comparison to their proportion of the original 1989 cohort. (This may be a sign that "white flight" is still being experienced by this district.)

Most students, who leave to another school district, do so at the age of 17.

Transfers To Adult Education (Tables B.3.1 - B.3.3)

Ten percent more females than males transferred to adult education to continue their education. Some of this increase maybe due to the adult education program for pregnant students.

More Blacks, and then Hispanics, take advantage of the adult education option to continue their education than do Whites in comparison to their starting percentages in the original 1989 cohort.

Dropouts (Tables B.7.1 - B.7.4)

Approximately six males dropped out for every four females. This fact is not consistent with findings in our annual dropout rate which shows approximately two males dropped out for every one female.

The percent of dropouts who are White (18.3%) is about two-thirds of the percent of the original cohort who are White (29.3%). Readers may recall from our annual dropout studies that White students appear to drop out at approximately the same rate as they appear in the student population. The difference between the two findings lies in the difference in the natures of the two studies. The snapshot nature of our annual studies tend to support such an impression of representativeness while the long term view nature of this study supports the impression of White students being disproportionately low among dropouts.

It is not surprising to see that nearly two-third of the dropouts (61.6%) are 18 years or older. Dropout research has consistently shown that being

overage upon entry to high school is one of the most reliable indicators of dropping out.[2]

The most frequently cited reasons for dropping out were related to non-attendance. All other reasons cited accounted for less than one-fifth of all dropping reasons.

Interested readers are encouraged to examine the tables in Appendix B for additional details. In the next subsection, movement within subgroups will be considered.

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[2]Readers will recall from Table 3 that the cohort group was slightly overage.

MOVEMENT WITHIN SUBGROUPS

Another way to fulfill the secondary goal of describing movement by demographic category is to examine the movement within each subgroup. The following subsections provide that examination.

Gender

Table 5, below, presents the movement of 1989 cohort by gender.

TABLE 5. NUMBER AND PERCENT OF THE 1989 COHORT BY MOVEMENT AND GENDER, 1986-1990.

Gender	MOVEMENT														Original Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Male	298	50.2	43	7.2	81	13.6	19	3.2	3	0.5	1	0.2	120	20.2	29	4.9	594	100.0
Female	357	61.0	38	6.5	97	16.6	5	0.9	1	0.2	0	0.0	72	12.3	15	2.6	585	100.1 **
TOTAL	655	55.5	81	6.9	178	15.1	24	2.0	4	0.3	1	0.1	192	16.3	44	3.7	1179	100.0

*Percents sum across the rows.
**Due to rounding.

As can been seen in Table 5, just over half of the males (50.2%) graduated while 61.0% of the females graduated.

The dropout rate for males was 20.2%, substantially higher than for females (12.3%).

Ethnicity

Table 6, below, presents the movement of the 1989 cohort, by ethnic classification.

Prior to examining the data in Table 6, readers should recall that there were relatively few American Indian or Oriental students in the original cohort (twelve and four respectively, see Table 1).

When the number in a subgroup is small, the percent within the subgroup movement accounted for by a single member is exaggerated in comparison to the percent of subgroup movement accounted for by a single member of a larger subgroup.

To lessen the effect of this exaggeration, comparisons among the subgroups were limited to subgroups of a large number, specifically, those subgroups in which the contribution of an individual member was less than five percent. These subgroups were, by size, Blacks, Whites, and Hispanics.

Readers interested in the movement within the American Indian and Oriental subgroups will find the relevant data in Table 6 but, because of the small numbers, they are cautioned against drawing definite conclusions.

TABLE 6. NUMBER AND PERCENT OF THE 1989 COHORT BY MOVEMENT AND ETHNICITY, 1986-1990.

Ethnicity	MOVEMENT														Original Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Amer. Ind.	7	58.3	2	16.7	1	8.3	0	0.0	0	0.0	0	0.0	2	16.7	0	0.0	12	100.0
White	243	70.4	34	9.9	22	6.4	6	1.7	2	0.6	0	0.0	35	10.1	3	0.9	345	100.0
Hispanic	51	42.5	6	5.0	32	26.7	2	1.7	1	0.8	0	0.0	24	20.0	4	3.3	120	100.0
Black	351	50.3	38	5.4	123	17.6	16	2.3	1	0.1	1	0.1	131	18.8	37	5.3	698	99.9 **
Oriental	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
TOTAL	655	55.5	81	6.9	178	15.1	24	2.0	4	0.3	1	0.1	192	16.3	44	3.7	1179	100.0

*Percents sum across the rows.
**Due to rounding.

Examining Table 6, it can be seen that the graduation rate among White students was 70.4%, among Black students it was 50.3% and among Hispanic students it was 42.5%.

Hispanics (26.7%), Blacks (17.6%), and then Whites (6.4%) transferred to the adult education option, but Whites (9.9%) are more likely to transfer out of the district than either Blacks (5.4%) or Hispanics (5.0%).

The dropout rate for White members was 10.1%, for Black members it was 18.8%, and for Hispanic members it was 20.0%.

As noted, the graduation rate was much higher for White members than for Black or Hispanic members. Among non-graduates in all subgroups, the rate of transfer (either to adult education or another district) was greater than the dropout rate. However, among non-graduates those who stayed in the district, only Hispanics transferred to adult education at a higher rate than dropping out.

Age

Table 7, below, presents the movement of 1989 cohort by their age at the time of their respective moves.

TABLE 7. NUMBER AND PERCENT OF THE 1989 COHORT BY MOVEMENT AND AGE AT MOVEMENT, 1986-1990.

Age	MOVEMENT														TOTAL	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
15 Years	0	0.0	3	37.5	1	12.5	0	0.0	0	0.0	0	0.0	4	50.0	0	0.0	8	100.0
16 Years	4	8.3	16	33.3	9	18.8	0	0.0	0	0.0	0	0.0	19	39.6	0	0.0	48	100.0
17 Years	235	66.8	31	8.8	32	9.1	0	0.0	2	0.6	1	0.3	51	14.5	0	0.0	352	100.1 **
18 Years	364	66.9	25	4.6	66	12.1	8	1.5	1	0.2	0	0.0	75	13.8	5	0.9	544	100.0
19 Years	48	25.9	5	2.7	59	31.9	15	8.1	1	0.5	0	0.0	32	17.3	25	13.5	185	99.9 **
20 Years	3	8.6	1	2.8	10	28.6	1	2.8	0	0.0	0	0.0	8	22.9	12	34.3	35	100.0
21 Years	1	16.7	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	3	50.0	1	16.7	6	100.1 **
22 Years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0

*Percents sum across the rows.
**Due to rounding.

Readers will have noticed that the right-most column in Table 7 is entitled "Total" rather than "Original Cohort" as was the case with the tables describing movement by gender and ethnicity. The purpose of examining age was to understand when in a student's career a type of move occurred. That is why the age, at the time of move, rather than either the beginning or end points of the study was employed.

From examining Table 7, it can be seen that most of the 17 and 18 year olds graduated, as would be expected. Students who were over the traditional age tended to go the adult education rather graduate or dropout, indicating a preference to continue their education, but among age peers.

This concludes the first results section, examining the movement of the 1989 cohort.

In the next sections, an examination of the movement by students from Arthur Hill High School and then Saginaw High School will be presented. A general summary highlighting and discussing the findings will follow.

THE 1989 ARTHUR HILL HIGH (AHHS) COHORT

On September 26, 1986 (that year's Fourth Friday count date) there were 585 sophomore level students at Arthur Hill High (AHHS).[3] These students composed the 1989 AHHS cohort.[4] A general description of these students is presented in Tables 8 - 10 below:

TABLE 8. NUMBER AND PERCENT OF THE 1989 AHHS COHORT BY GENDER.

Gender	Number	Percent
Male	295	50.4
Female	290	49.6
TOTAL	585	100.0

[3] Again, the cohort consisted of only those students who were enrolled by and who had not withdrawn by Fourth Friday count day. It may not necessarily be equal to the official Fourth Friday count because the auditing processes used by Child Accounting may result in the exclusion of some of these students or the inclusion of other students before arriving at a final total.

[4] Members of this group who, subsequent to this Fourth Friday count date, returned to Saginaw High were continued as 1989 AHHS students for purposes of this study.

TABLE 9. NUMBER AND PERCENT OF THE 1989 COHORT AHHS BY ETHNICITY.

Ethnicity	Number	Percent
American Indian	10	1.7
White	339	56.4
Hispanic	83	14.2
Black	158	27.0
Oriental	4	0.7
TOTAL	585	100.0

TABLE 10. NUMBER AND PERCENT OF THE 1989 AHHS COHORT BY AGE IN FALL, 1986.

Age	Number	Percent
13 Years	2	0.3
14 Years	84	14.3
15 Years	418	71.5
16 Years	76	13.0
17 Years	5	0.9
TOTAL	585	100.0

A review of Tables 8 - 10 reveals that the majority of the AHHS cohort was composed of White students (56.4%) with the next largest subgroup, Blacks comprising less than a third (27.0%) and Hispanics comprising about a seventh (14.2%). The remaining ethnic groups combined made up less than 3% of the cohort. The vast majority (71.5%) were 15 years old and the next largest percent (14.3%) were 14. This age distribution is close to typical for a sophomore group and somewhat different from the cohort as a whole. This difference is due to differences between the high schools in their retention policies which, in turn, determines how a sophomore is defined.

We will now turn to what happened to these members during their high school careers.

MOVEMENT IN THE 1989 AHHS COHORT

Table 11, below, summarizes the movement of the 1989 AHHS cohort.

TABLE 11. MOVEMENT WITHIN THE 1989 AHHS COHORT, 1986-1990.

Movement	Cohort	
	Number	Percent
Original AHHS Cohort	**585**	**100.0**
Graduates	399	68.2
Transfers to another school district	45	7.7
Transfers to adult education option	52	8.9
Remaining students	12	2.0
Agency placements or incarcerations	2	0.3
Deaths	1	0.2
Not found	15	2.6
Dropouts	59	10.1

As can be seen in Table 11, the majority of AHHS students (399; 68.2%) graduated from high school.

Among those who did not graduate, those who transferred, either to another K-12 system outside our district (7.7%) or to an adult education option in our district (8.9%), form the next highest percent (16.6%).

Fifty-nine members (10.1%) did drop out.

Putting this dropout rate of 10.1% in the perspective of annual dropout reports, recall Barber's (1987) point that the dropout rate within a cohort study would be 1.5 to 2.5 times greater than the dropout rate of a traditional

study examining "similar cohorts and grade/year spans" (p. 52). Following Barber's (1987) guide, the 10.1% dropout rate seen here would be comparable to rates ranging from 4.0% to 6.7% in a traditional study covering the same students and the same time span. According to the annual dropout study, dropout rate (grades 10-12) among AHHS students in 1988-89 was 5.0%. This figure is within the 1.5 to 2.5 times larger formula which would predict a 10.1% cohort dropout rate.

As can be seen in Table 11, 97.4% of the AHHS cohort was accounted for and three types of movement, graduation, transfer and dropping out, accounted for 94.9% of the AHHS cohort movement.

Further, it is worth noting that 12 (2.0%) remained in school over one year after their class was scheduled to graduate.

In the following subsection, the movement by demographic characteristics of the AHHS cohort will be considered.

Movement In The 1989 AHHS Cohort, By Demographic Characteristics

A secondary aim of this study was to describe, by gender, ethnicity, and age, the members of the 1989 AHHS cohort who graduated, stayed, transferred, and left. In the first section, this was done for the cohort as a whole. Tables C.1.1 through C.7.4, in Appendix C, provide these descriptions for the 1989 AHHS cohort.

Because, as was just pointed out, the vast majority of students (94.9%) either graduated, transferred, or dropped, the following discussion will be focused on those movements. Readers interested in the demographic characteristics of members who were in other categories of movement are invited to examine the relevant tables in Appendix C.

Graduates (Tables C.1.1 - C.1.3)

The 1989 AHHS cohort started with approximately equal proportions of males and females, however, among the 1989 AHHS cohort graduates, there were 5.8% more females than males (52.9% females versus 47.1% males).

The relative percent of AHHS cohort graduates comprised by each racial/ethnic group was equivalent to the original cohort.

As would be expected, the vast majority (93.5%) of the graduates were 17 or 18.

Transfers To Another District (Tables C.2.1 - C.2.3)

By gender, 15.6% more AHHS males transfer to another school system than females.

The White racial/ethnic group leaves more frequently than the Black or Hispanic groups in comparison to their original proportion of the 1989 AHHS

cohort. This may be a sign that "white flight" is still being experienced by this district.

Most AHHS students, who leave to another district, do so at age 17.

Transfers To Adult Education (Tables C.3.1 - C.3.3)

More females than males (by 7.6%) transferred to adult education to continue their education. Some of this increase may be due to the adult education program for pregnant students.

More AHHS Hispanics take advantage of the adult education option to continue their education than do Whites as compared to their original starting percentages in the 1989 AHHS cohort. Blacks go in approximately the same proportion.

Over 70% of those who transferred to adult education were 18 or older, suggesting that this program, rather than regular 9-12 setting, is better received by students over the traditional age.

Dropouts (Tables C.7.1 - C.7.4)

Approximately three AHHS males dropped out for every two AHHS females. This difference is smaller than corresponding gender differences found in the annual dropout reports.

A review of the racial/ethnic statistics shows that AHHS Whites comprise about the same proportion of AHHS dropouts as they do of the whole AHHS cohort (55.9% versus 56.4%), confirming findings in the annual dropout report. Conversely, AHHS Blacks were disproportionately low (22.0% of AHHS dropouts while being 27.0% of the AHHS cohort) and AHHS Hispanics were disproportionately high (20.3% of AHHS dropouts while being 14.2% of the cohort) among dropouts.

Nearly two-thirds (66.1%) of the AHHS dropouts were 17 or 18. Interestingly, more AHHS dropouts were 16 or younger than were 19 or older (22.0% versus 11.9%). This is contrary to the findings on overage students and dropping out in research generally and to the findings on age and dropouts in the whole cohort. This suggests some differences exist between the high schools.

Consistent with previous findings however, the most often cited reasons for dropping out among AHHS cohorts are related to non-attendance (56.0% of cited reasons).

Interested readers are encouraged to examine the tables in Appendix C for additional details. In the next subsection, movement within subgroups will be considered.

Movement Within Subgroups

Another way to describe movement by demographic category is to examine movement within each subgroup.

Gender

Table 12, below, presents the movement of 1989 Arthur Hill cohort, by gender.

TABLE 12. NUMBER AND PERCENT OF THE 1989 AHHS COHORT, BY MOVEMENT AND GENDER, 1989-90.

Gender	MOVEMENT														Original AHHS Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Male	188	63.7	26	8.8	24	8.1	9	3.1	2	0.7	1	0.3	35	11.9	10	3.4	295	100.0
Female	211	72.8	19	6.5	28	9.7	3	1.0	0	0.0	0	0.0	24	8.3	5	1.7	290	100.0
TOTAL	399	68.2	45	7.7	52	8.9	12	2.0	2	0.3	1	0.2	59	10.1	15	2.6	585	100.0

*Percents sum across the rows.

As can be seen in Table 12, nearly two-thirds (63.7%) of the AHHS males while nearly three-quarters (72.8%) of the AHHS females graduated.

There was also a gender difference in dropout rates with AHHS males dropping out at a higher rate than AHHS females (11.9% versus 8.3%) and in the fact that while AHHS males tended to dropout rather than go to adult education (11.9% versus 8.1%), AHHS females tended to the opposite (8.3% dropping versus 9.7% to adult education).

Ethnicity

Table 13, below, presents the movement of the 1989 AHHS cohort by ethnic classification.

Prior to examining Table 13, readers should recall that there were relatively few American Indian or Oriental students in the original AHHS cohort (ten and four, respectively, see Table 9). When the number of subgroup members is small, the percent within the subgroup movement accounted for by a single member is exaggerated in comparison to the percent of subgroup movement accounted for by a single member of a large subgroup.

To lessen the effect of this exaggeration, comparisons among the subgroups were limited to subgroups of a large number, specifically, those subgroups in which the contribution of an individual member was less than five percent. Readers interested in the movement within the American Indian and Oriental subgroups will find the relevant data in Table 13, but because of the subgroups' small numbers, they are cautioned against drawing definitive conclusions.

TABLE 13. NUMBER AND PERCENT OF THE 1989 AHHS COHORT, BY MOVEMENT AND ETHNICITY, 1986-90.

Ethnicity	MOVEMENT														Original AHHS Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Amer. Ind.	7	70.0	1	10.0	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	10	100.0
White	237	71.8	30	9.1	20	6.1	5	1.5	2	0.6	0	0.0	33	10.0	4	0.9	330	100.0
Hispanic	44	53.0	5	6.0	17	20.5	2	2.4	0	0.0	0	0.0	12	14.5	3	3.6	83	100.0
Black	108	68.3	8	5.1	14	8.9	5	3.2	0	0.0	1	0.6	13	8.2	9	5.7	158	100.0
Oriental	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
TOTAL	399	63.2	45	7.7	52	8.9	12	2.0	2	0.3	1	0.2	593	10.1	15	2.6	585	100.0

*Percents sum across the rows.

Examining Table 13, it can be seen that the graduation rate among AHHS White students was 71.8% among AHHS Black students it was 68.3% and among AHHS Hispanic students it was 53.0%.

AHHS Hispanics (20.5%), Blacks (8.9%), and then Whites (6.1%) transferred to the adult education option, but AHHS Whites (9.1%) are more likely to transfer out of the district than either AHHS Blacks (5.1%) or Hispanics (6.0%).

The dropout rate for AHHS White members was 10.0%, for AHHS Black members it was 8.2%, and for AHHS Hispanic members it was 14.5%.

Among non-graduates, AHHS Hispanics went to adult education in a larger percent than they dropped out (20.5% versus 14.5%), AHHS Blacks did both about equally (8.9% going to adult education and 8.2% dropping) while AHHS Whites did the opposite (6.1% went to adult education and 10.0% dropped).

Age

Table 14, below, presents the movement of the 1989 AHHS students by their age at the time of their respective moves.

TABLE 14. NUMBER AND PERCENT OF THE 1989 AHHS COHORT, BY MOVEMENT AND AGE AT MOVEMENT, 1986-90.

Age	MOVEMENT														TOTAL	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
15 Years	0	0.0	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	3	75.0	4	0.0	4	100.0
16 Years	2	7.4	11	40.7	4	14.8	0	0.0	0	0.0	0	0.0	10	37.0	0	0.0	27	99.9 **
17 Years	150	72.8	20	9.7	11	5.3	0	0.0	0	0.0	1	0.5	24	11.7	0	0.0	206	100.0
18 Years	233	78.2	9	3.2	28	9.8	5	1.8	1	0.4	0	0.0	15	5.3	4	1.4	285	100.1 **
19 Years	21	38.9	3	5.6	8	14.8	6	11.1	1	1.9	0	0.0	6	11.1	9	16.7	54	100.1 **
20 Years	2	25.0	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0	1	12.5	2	25.0	8	100.0
21 Years	1	100.0	0	0.0	0	00.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0

*Percents sum across the rows.
**Due to rounding.

Readers will have noticed that the right-most column in Table 14 is entitled "Total" rather than "Original AHHS Cohort" as was the case with the tables describing movement by gender and ethnicity. The purpose of examining age was to understand when in a student's career a type of move occurred. That is why the age, at the time of move, rather than either the beginning or end points of the study was employed.

From examining Table 14, it can be seen that most of the 17 , 18, and 19 year old AHHS students graduated. Further, there was a better than two to one tendency among 19 year olds to graduate over going to adult education (38.9% versus 14.8%) and nearly a three to one tendency to graduate over dropping out (38.9% versus 11.1%). This finding is contrary to research on dropping out among overage students and to findings of the cohort as a whole, suggesting that some differences exist between the buildings.

This concludes the second section of results, examining the movement of

the 1989 AHHS cohort. Interested readers are encouraged to examine the tables in Appendix C for further details.

In the next section, an examination of the movement by cohort members from Saginaw High School will be presented.

Following that section will be a general summary highlighting all of the findings.

THE 1989 SAGINAW HIGH (SHS) COHORT

On September 26, 1986 (that year's Fourth Friday count date) there were 594 sophomore level students at Saginaw High School (SHS).[5] These students composed the 1989 SHS cohort.[6] A general description of these members is presented in Tables 15 - 17 below:

TABLE 15. NUMBER AND PERCENT OF THE 1989 SHS COHORT BY GENDER.

Gender	Number	Percent
Male	299	50.3
Female	295	49.7
TOTAL	594	100.0

[5] As before, the cohort consisted of only those students who were enrolled by and who had not withdrawn by Fourth Friday count day. It may not necessarily be equal to the official Fourth Friday count day because the auditing processes used by Child Accounting may result in the exclusion of some of these students or the inclusion of other students before arriving at a final total.

[6] Members of this group who, subsequent to this Fourth Friday count date, went to Arthur Hill through the District's open enrollment policy continued as 1989 SHS students for the purposes of this study.

TABLE 16. NUMBER AND PERCENT OF THE 1989 SHS COHORT BY ETHNICITY.

Ethnicity	Number	Percent
American Indian	2	0.3
White	15	2.5
Hispanic	37	6.2
Black	540	90.9
Oriental	0	0.0
TOTAL	594	99.9*

*Due to rounding.

TABLE 17. NUMBER AND PERCENT OF THE 1989 SHS COHORT BY AGE IN FALL, 1986.

Age	Number	Percent
14 Years	58	9.8
15 Years	294	49.5
16 Years	178	30.0
17 Years	49	8.2
18 Years	13	2.2
19 Years	2	0.3
TOTAL	594	100.0

A review of Tables 15 - 17 reveals that the vast majority of the SHS cohort was composed of Black students (90.9%) with the next largest subgroup, Hispanic students, comprising less than a tenth (6.2%). The remaining ethnic groups combined made up less than 3% of the cohort.

Most of the students (49.5%) were 15 and the next largest percent was 16 (30.0%). Thus, the SHS cohort was over the age of the traditional sophomore class, again suggesting differences between two high schools.

We will now turn to what happened to these members during their high school careers.

MOVEMENT IN THE 1989 SHS COHORT

Table 18, below, summarizes the movement of the 1989 SHS cohort.

TABLE 18. MOVEMENT WITHIN THE SHS COHORT, 1986-1990.

Movement	Cohort	
	Number	Percent
Original SHS Cohort	**594**	**100.0**
Graduates	256	43.1
Transfers to another school district	36	6.1
Transfers to adult education option	126	21.2
Remaining students	12	2.0
Agency placements or incarcerations	2	0.3
Deaths	0	0.0
Not found	29	4.9
Dropouts	133	22.4

As can be seen in Table 18, the plurality of SHS members (256; 43.1%) graduated from high school.

Among those who did not graduate, those who transferred, either to another K-12 system outside our district (6.1%) or to an adult education option in our district (21.2%), form the next highest percent (27.3%).

One hundred thirty-three members (22.4%) did drop out.

To put the dropout rate of 22.4% into the perspective of annual studies, recall Barber's (1987) point that the dropout rate within a cohort study will be 1.5 to 2.5 times greater than the dropout rate of a traditional (annual) study examining "similar cohorts and grade/year spans" (p. 52). Following

Barber's (1987) guide, the 22.4% dropout rate seen here would be comparable to rates ranging from 9.0 to 14.9% in a traditional study covering the same students and time span. The annual study's reported 1988-89 dropout rate at SHS (grades 10-12) was 9.0%. This figure is within the 1.5 to 2.5 larger formula which would predict a cohort dropout rate of 22.4%.

From reviewing Table 18, it can be seen that 95.1% of the SHS cohort were accounted for and three types of movement, graduation, transfer, and dropping out, account for 92.8% of the members' movement.

However, two other classifications deserve to be mentioned. First, 2.0% of the SHS cohort remained in school after the close of the study, suggesting that, for some students, the value of a diploma is worth remaining even though their original peers have gone on from high school.

Second, 4.9% of the SHS cohort were not found; what happened to them could not be verified. They may have dropped out, but other explanations, e.g., attending an adult education program in another district, must be considered.

In the following subsection, this movement by demographic characteristics of the cohort will be considered.

Movement In The 1989 SHS Cohort, By Demographic Characteristics

A secondary aim of this study was to describe, by gender, ethnicity, and age, the members of the 1989 SHS cohort who graduated, stayed, transferred, and left. Tables D.1.1 through D.7.4, in Appendix D, provide these descriptions for the 1989 SHS cohort.

Because, as was just pointed out, the vast majority of members (92.8%) either graduated, transferred, or dropped, the following discussion will be focused on those movements and not focus on infrequently occurring events such as agency placements, etc.

Another word of caution is appropriate. The vast majority (90.9%) of 1989 SHS cohort are Black (see Table 16). Solely because of this, their subgroup will account for the majority of the movement of the whole SHS cohort group. Readers should remember this as they examine the analysis of movement by ethnicity in this and the next subsection.

Highlights from the tables in Appendix D appear below.

Graduates (Tables D.1.1 - D.1.3)

The 1989 SHS cohort started with approximately equal proportions of males and females, however, when the 1989 SHS cohort graduated that there were 14.0% more females than males.

Black students were slightly over-represented among the SHS graduates; they formed 90.9% of the SHS cohort and 94.9% of the SHS cohort graduates. Conversely, Hispanic students were under-represented (6.2% of the SHS cohort and 2.7% of its graduates), as were American Indian students (0.3% of the SHS cohort and 0.0% of its graduates). White students appeared to graduate proportionately (2.5% of the SHS cohort and 2.3% of its graduates).

The majority of graduates (55.1%) were 18 and about one-third (33.6%) were 17. Interestingly, 10.2% were 19. These ages indicate that SHS

graduates are slightly overage upon graduation. Considering that being overage at the beginning of high school is a reliable predictor of dropping out, this finding speaks well of SHS's holding power of overage students.

Transfers To Another District (Tables D.2.1 - D.2.3)

By gender, 5.6% more females leave SHS for another school system than males.

White students leave for another district more frequently than the Black students in comparison to their original proportion of the 1989 SHS cohort. This may be a sign that "white flight" is still being experienced by this district. The percent of transfers who were Hispanic students was smaller than their respective proportions of the SHS cohort.

Most students, who leave to another district, do so at 18 years of age.

Transfers To Adult Education (Tables D.3.1 - D.3.3)

Approximately 10% more females than males transferred to adult education to continue their education. Some of this increase may be due to the adult education program for pregnant students.

More Hispanics, and then Blacks, take advantage of the adult education option to continue their education than do Whites as compared to their original starting percentages in the 1989 SHS cohort.

Age was also a consideration, with older age students tending to go to adult education. Over three-quarters (78.6%) of the SHS cohort who went to adult education were 18 years or older.

Dropouts (Tables D.7.1 - D.7.4)

Approximately five males dropped out for every three females. This is not consistent with findings in the 1988-89 annual dropout study of two males dropping for every female.

The proportion of SHS dropouts comprised by Black, White, and American Indian students was close to their respective proportions of the original SHS cohort. However, Hispanic students were disproportionately high among dropouts; they comprised 6.2% of the original SHS cohort but 9.0% of its dropouts.

In the light of research in being overage when beginning high school, and dropping out, it is not surprising to see that over two-thirds (72.2%) of the SHS dropouts were 18 or over. Although SHS has demonstrated some holding power for overage students, age when beginning high school is still a reliable indicator of dropping out.

Last, it is interesting to note that the three most frequently cited reasons for leaving (which account for 91.0% of the cited reasons) were concerned with non-attendance.

Interested readers are encouraged to examine the tables in Appendix B for additional details. In the next subsection, movement within subgroups will be considered.

Movement Within Subgroups

Another way to describe movement by demographic category is examining movement within each subgroup.

Gender

Table 19, below, presents the movement of 1989 Saginaw High cohort, by gender.

TABLE 19. NUMBER AND PERCENT OF THE 1989 SHS COHORT, BY MOVEMENT AND GENDER, 1986-1990.

Gender	MOVEMENT														Original SHS Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Male	110	36.8	17	5.7	57	19.1	10	3.3	1	0.3	0	0.0	85	28.4	19	6.4	299	100.0
Female	146	49.5	19	6.4	69	23.4	2	0.7	1	0.3	0	0.0	48	16.3	10	3.4	295	100.0
TOTAL	256	43.1	36	6.1	126	21.2	12	2.0	2	0.3	0	0.0	133	22.4	29	4.9	594	100.0

*Percents sum across the rows.

As can be seen in Table 19, just over one-third of the SHS males (36.8%) while just under one-half of the SHS females (49.5%) graduated.

The dropout rate for SHS males (28.4%) was almost twice the dropout rate for SHS females (16.3%).

Ethnicity

Table 20, below, presents the movement of the 1989 SHS cohort by ethnic classification.

Prior to examining Table 20, readers should recall that there were only two American Indian and no Oriental students in the 1989 Saginaw High cohort (see Table 16). When the number of subgroup members is small, the percent within the subgroup movement accounted for by a single member is exaggerated

To lessen the effect of this exaggeration, comparisons among the subgroups were limited to subgroups of a large number, specifically, those subgroups in which the contribution of an individual member was less than five percent. These subgroups were, by size, Blacks and Hispanics.

Readers interested in the movement within the White and American Indian subgroups will find the relevant data in Table 20, but because of the subgroups' small numbers, they are cautioned against drawing definitive conclusions.

TABLE 20. NUMBER AND PERCENT OF THE 1989 SHS COHORT, BY MOVEMENT AND ETHNICITY, 1986-1990.

Ethnicity	MOVEMENT														Original SHS Cohort	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
Amer. Ind.	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	2	100.0
White	6	40.0	4	26.7	2	13.3	1	6.7	0	0.0	0	0.0	2	13.3	0	0.0	15	100.0
Hispanic	7	18.9	1	2.7	15	40.5	0	0.0	1	2.7	0	0.0	12	32.4	1	2.7	37	99.9 **
Black	243	45.0	30	5.6	109	20.2	11	2.0	1	0.2	0	0.0	118	21.8	28	5.2	540	100.0
Oriental	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	256	43.1	36	6.1	126	21.2	12	2.0	2	0.3	0	0.0	133	22.4	29	4.9	594	100.0

*Percents sum across the rows.
**Due to rounding.

Examining Table 20, it can be seen that the graduation rate for Black SHS students (45.0%) was over twice the rate for SHS Hispanic students (18.9%)[7]. Conversely, the rate of transfer to adult education for SHS Hispanic students (40.5%) was over twice the comparable rate for SHS Black students (20.2%).

The SHS Hispanic dropout rate (32.4%) exceeded the SHS Black dropout rate (21.8%); however, while notably more Hispanic students went to adult education than dropped out (40.5% versus 32.4%), this was not true for Black students (20.2% went to adult education while 21.8% dropped out).

Age

Table 21, below, presents the movement of the 1989 SHS cohort by their age at the time of their respective moves.

TABLE 21. NUMBER AND PERCENT OF THE 1989 SHS COHORT, BY MOVEMENT AND AGE AT MOVEMENT, 1986-1990.

Age	MOVEMENT														TOTAL	
	Graduates		Transfers: To Other Districts		Transfers: To Adult Option		Still Students		Placement/ Incarceration		Death		Dropout		Not Found			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
15 Years	0	0.0	2	50.0	1	25.0	0	0.0%	0	0.0	0	0.0	1	25.0	0	0.0	4	100.0
16 Years	2	9.5	5	23.8	5	23.8	0	0.0%	0	0.0	0	0.0	9	42.9	0	0.0	21	100.0
17 Years	86	58.5	11	7.5	21	14.3	0	0.0%	2	1.3	0	0.0	27	18.4	0	0.0	147	100.0
18 Years	141	54.4	16	6.2	38	14.7	3	1.2%	0	0.0	0	0.0	60	23.2	1	0.4	259	100.1 **
19 Years	26	20.0	2	1.5	51	39.2	9	6.9%	0	0.0	0	0.0	26	20.0	16	12.3	130	99.9 **
20 Years	1	3.7	0	0.0	9	33.3	0	0.0%	0	0.0	0	0.0	7	25.9	10	37.0	27	99.9 **
21 Years	0	0.0	0	0.0	1	20.0	0	0.0%	0	0.0	0	0.0	3	60.0	1	20.0	5	100.0
22 Years	0	0.0	0	0.0	0	0.0	0	0.0%	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0

*Percents sum across the rows.
**Due to rounding.

[7] Readers are cautioned against over generalization about the Hispanic students since the subgroup was not large (N = 37).

Readers will have noticed that the right-most column in Table 20 is entitled "Total" rather than "Original SHS Cohort" as was the case with the tables describing movement by gender and ethnicity. The purpose of examining age was to understand when in a student's career a type of move occurred. That is why the age, at the time of the move, rather than either the beginning or end points of the study was employed.

From examining Table 20, it can be seen that the majority of 17 and 18 year old SHS students (58.5% and 54.4% respectively) graduated, as would be expected.

Among those above the traditional high school age (19 and 20), most went to adult education, indicative of a desire to continue schooling, but among age peers. However, among 19 year olds, 20.0% did graduate and 6.9% remained as students, suggesting that, for some, a traditional high school diploma is worth remaining after their peers have left.

This concludes the last results section, examining the movements of the 1989 SHS cohort. Interested readers are encouraged to examine the tables in Appendix D for further details.

In the next section, a general summary and discussion will be presented.

SUMMARY

This report presented the findings of the 1989 cohort dropout study. This study tracked 1,179 students from Fall, 1986 through Spring, 1990.

The intent of the study was to: 1) detail the holding power of the Saginaw Public High Schools, and 2) describe what happened to the cohort; specifically the number and percent of students who graduated, transferred, dropped out, or left for some other reason.

Even though the Saginaw Public High Schools house three grades (10-12), the study was conducted over four years. This extra year was to detail as much of the cohort's movement as is reasonably possible. It is interesting to note that 24 students (2.0%) were still enrolled as the study ended.

Also, it should be pointed out that there were 44 students (3.7%) about whom no information could be found. However, given this study's aim was to track the high school careers of 1179 students over a four year time span, it is not unreasonable to expect that some students would become untrackable.

The findings of the study were presented in three segments: what happened to the cohort as a whole, those who attended Arthur Hill, and those who attended Saginaw High.

COHORT AS A WHOLE

The principal findings were that the majority of the students graduated (655; 55.6%), 259 (22.0%) transferred, and 192 (16.3%) dropped out. The majority of the reasons cited for dropping out were related to non-attendance.

In examining these findings, it was pointed out that the 16.3% dropout rate would be equivalent to dropout rates ranging from 6.5% to 10.9% in a traditional dropout study, providing confirmation for the corresponding dropout rate from the 1988-89 annual study was 6.7%. It was also pointed out

that Detroit, in a similarly conducted cohort study, reported a 38.4% dropout rate, a substantially higher dropout rate than Saginaw's.

Movement

In examining the movement more closely, it was found that female and White students formed a larger proportion of the graduates than they did of the cohort as a whole and that the majority of graduates were 17 or 18.

More male and White students over female and minority students tended to leave the district, which suggested "white flight" may still be evident. Conversely, more female and minority students tended to transfer to adult education.

Nearly six male students dropped out for every four female students, a finding consistent with findings of a two-to-one ratio presented in the annual reports. Further, the proportion of dropouts who were White was notably smaller than the proportion of the whole cohort who were White; also a finding contrary to findings in the annual reports where relatively equal proportions are described.

The differences in these findings is largely due to differences in the two studies' methods. The annual study's "snapshot" approach examines a slightly different group of students than does the cohort's "tracking" method. (For example, students who enter the district midway through their high school career are included in the annual study but not in the cohort study.)

Subgroups

Females graduated at a substantially higher rate than males, while males dropped out at a substantially higher rate than females.

White students graduated at a higher rate than Black or Hispanic students. As to transferring, White students left the district at a slightly

higher rate than minority students, while minority students went to adult education at much greater rate than White students. The dropout rate for White students was nearly half that realized by Black or Hispanic students.

As was expected, most of the 17 and 18 year olds graduated. Students somewhat over the traditional age (19 and 20 at the end of the study or at the time they left one of the high schools) tended to go to adult education rather than graduate or dropout. However, it is true that as age increased so did the likelihood of dropping out, in that 20 year olds tend to drop out at a higher rate than 19 year olds.

ARTHUR HILL

There were 585 students in the cohort who attended Arthur Hill. The principal finding was that over two-thirds of them graduated (399; 68.2%), 97 (16.6%) transferred, and 59 (10.1%) dropped out. The majority of reasons cited for dropping out were related to non-attendance. Twelve (2.0%) remained as students for the 1989-90 school year.

In examining these findings, it was pointed out that the 10.1% dropout rate would be equivalent to dropout rates ranging from 4.0% to 6.7% in a traditional study, confirming the reported AHHS 1988-89 dropout rate of 5.0%.

Movement

In examining movement more closely, it was found that slightly more AHHS females graduated than males. The relative proportion each ethnic group comprised of the AHHS graduates was roughly equivalent to the relative proportion each composed of the AHHS cohort, and the vast majority of AHHS graduates were 17 or 18.

More male and White than female and minority AHHS students left the district, again suggesting "white flight" may be evident. Conversely, more female and minority over male and White AHHS students tended to transfer to adult education.

More male than female AHHS students dropped out. This finding was replicated at SHS where the gender difference was larger. This suggests that some differences exist between the high schools.

White students comprised approximately the same proportion of AHHS dropouts as of the AHHS cohort. However, Black students experienced disproportionately fewer dropouts and Hispanic students experienced disproportionately more dropouts, then their respective number in the original AHHS cohort.

Subgroups

Females graduated at a higher rate than males and males dropped out at a higher rate than females.

White AHHS students graduated at a slightly higher rate than Black AHHS students and at a much higher rate than Hispanic AHHS students. White AHHS students left the district at a higher rate than either Black or Hispanic AHHS students, and Hispanic AHHS students went to adult education at a much higher rate than Black or White AHHS students. Black AHHS students has a smaller dropout rate than White AHHS students whose dropout rate was less than that of Hispanic AHHS students.

As expected, most of the AHHS 17 and 18 year olds graduated. However, so did most of the AHHS 19 year olds, showing a two-to-one tendency to graduate over dropping out. This finding is contrary to both research on age and dropping out and to findings in the cohort as a whole, suggesting differences exist between the buildings.

SAGINAW HIGH

There were 594 students in the cohort who attended Saginaw High School. The principal finding was this: the plurality graduated (256; 43.1 %), 162 (27.4%) transferred, and 133 (22.4%) dropped out. The majority of reasons cited for dropping out were related to non-attendance. In addition, twelve (2.0%) remained as students for the 1989-90 school year.

In examining these findings, it was noted that the 22.4% dropout rate would equate to dropout rates ranging from 9.0% to 14.9% in a traditional study, which confirmed the findings in the 1988-89 annual dropout study of a 9.0% SHS dropout rate.

Movement

By examining movement more closely, it was found that, in comparison to the proportion they comprised of the SHS cohort, female and Black students were over-represented while male and Hispanic students were under-represented (White students graduated proportionately). Over 80% of the graduates were 17 or 18.

Proportionately, more male and White students than female and minority left the district. Conversely, more female and minority than male and White students tended to transfer to adult education. Age was also a factor with the majority of students going to adult education after turning 18.

Approximately two males dropped out for each female who did. Black, White and American Indian students comprised about the same proportion of SHS dropouts as they did of the SHS cohort but Hispanic students were over-represented as dropouts.

Subgroups

SHS females graduated at a much higher rate than did males while males dropped out at much higher rate than females.

SHS Black students experienced twice the graduation rate of Hispanic students and the Hispanic students' dropout rate was larger than that of Black students. However, Hispanic students transferred to adult education at a higher rate than dropping out while Black students dropped out at a slightly higher rate than transferring to adult education.

As would be expected, the majority of 17 and 18 year olds graduated. Most of the students over the traditional age (19 and 20) went to adult education, and another quarter of the 19 year olds either graduated or were still in school; this indicates a strong desire among overage students to continue their schooling.

In the next section, some of these findings and their implications will be discussed.

DISCUSSION

Overall, the findings of the cohort study corroborated much of the district's annual dropout studies with some exceptions. Also, because of its nature, the cohort study brought forth additional information.

The primary area of corroboration was in the extent of the dropout rate. The percent of dropouts in the whole cohort (16.3%) was technically equivalent[8] to the percent of dropouts reported for the district in the 1988-89 dropout study (6.7%). Similarly, the dropout rates for cohorts at each high school were technically equivalent to the reported 1988-89 dropout rates for these schools.

Similarly, the cohort study supported the finding of gender differences in both schools, in that males tend to dropout at a higher rate than females.

One area of partial deviation from the findings in the annual study was in the racial/ethnic differences. Confirmed were the findings that Black and Hispanic students were disproportionately high among the dropouts. However, where the annual dropout study found White students comprise approximately the same percent of the dropouts and the student population, the cohort study found that White students were disproportionately low in the dropouts.

Some pieces of useful knowledge also came about from the study. First, Saginaw's dropout rate would appear to be low in comparison to other urban school systems. Given Detroit's cohort study dropout rate of 38.4%, and Saginaw's cohort dropout rate of 16.3%, one can conclude that, while more still needs to be done, the situation in Saginaw is far from bleak.

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[8] Barber, 1987.

This study mirrored the research on age and dropping out. Saginaw's students age 17 and 18 tended to graduate while those who were older tended to drop out or seek alternate education, such as adult education. These findings suggest that efforts to keep students current with their age peers would decrease their likelihood of dropping out. Such efforts imply not only revisiting retention policies but emphasizing programs designed to help such students keep up with their peers, for example, tutoring programs and summer school.

Female students tended to go to adult education rather than drop out, perhaps due in part to the program for pregnant students. Likewise, Hispanic students tended toward adult education rather than dropping out.

The main reasons cited for dropping out all were related to non-attendance. Suggesting that programs and activities designed to involve the students in the school and increase their attendance may have a positive impact on the dropout rate.

In addition, there were some substantial differences between AHHS and SHS which appear meaningful. Predominant among them were the differences in the graduation and dropout rates. Also noted was that the gender gap in graduation and dropout rates, while existent at both schools, was much larger at SHS.

The impact of being overage was also a difference between the schools: most AHHS 19 year olds graduated while most SHS 19 year olds went to adult education, and while the main reasons cited for dropping out were related to non-attendance, this reason was given far more frequently at SHS than at AHHS.

It needs to be noted that 44 students (3.7% of the cohort) could not be found; what happened to them could not be determined. This is pointed out not to illustrate the difficulties inherent in a cohort study but to indicate that

there will be some gaps in any study of this size spanning this much time. Still, the fact that 96.3% of the students could be successfully tracked confirms that the gaps are not severe.

Last, readers are reminded that 44 (2.0%) members of the original cohort were still enrolled students in our K-12 system at the end of this study. This finding not only supports the rationale of extending the study's time frame but also points out that, for some students, the value of a high school diploma is worth remaining in school even though their age peers have left. This finding may work as support for other at-risk students, inspiring them to continue their efforts and attain their diplomas.

In the next section, recommendations based upon these findings and research in the area of dropouts will be presented.

RECOMMENDATIONS

Based upon the findings presented in this study and knowledge gained while it was conducted, some recommendations are presented below.

Prior to presenting them, readers should be alerted to the fact that the dropout problem is a complex one involving many factors. School systems, alone, cannot eliminate this problem, it takes a combined effort of the schools, the community (citizens and organizations), and the business sector. All of these groups benefit when students complete their high school education, all need to become involved in making that happen.

Readers should also be reminded that the dropout situation in Saginaw, relative to other urban districts, is far from bleak. The dropout rate experienced by Saginaw is far less than that experienced by other large urban centers. However, more can and should be done. The following points are intended as suggestions for further steps:

- More outreach programs should be established and current ones should be embellished.

  - The programs should have more than one focus. First, they can serve as a vehicle to increase the emphasis on education in the community. Particularly important here is convincing many of the parents and students of the value of education. Local programs and organizations (e.g., Project SUCCESS, Tri-City SER) have become involved in this effort and others should.

    -- Some efforts currently exist in the schools (Parents As Partners and Chapter 1 parent involvement efforts). These need to continue and more programs like them should be initiated.

-- Locally based groups and organizations should become involved in this effort. While some (JTPA[9] and Tri-City SER) have, more need to be.

- A second focus would be the involvement of businesses. An example of this is the Mid-Michigan Minorities Pre-Engineering Project (M[3]PEP). A symbiotic relationship between the schools and business rewards students by giving them an opportunity to see how what they learn in school relates to getting and keeping a meaningful job and to being a productive citizen. It also gives businesses the opportunity to have input into the schools. Such input could lead to high school graduates already trained in many job-related areas, saving businesses on-the-job training time and money, and making graduates more employable.

- A third focus would be involving the at-risk students both in the programs and in the school itself. The main cited reasons for dropping out were related to non-attendance. Involving the students in programs (such as the after school program for at-risk students like Operation Graduation, Project Pride and Project SUCCESS) may lead to the students becoming more involved in school, increasing their attendance and decreasing their likelihood of dropping out.

- Black and White students showed some tendency to dropping out rather than going to adult education. Counselors working with Black or White students who seem determined to leave the K-12 system should encourage them to consider this option.

- Differences in the holding power of the two high schools existed, particularly in regard to overage students. Counselors, principals, and administrators may wish to consider looking into this difference to learn ways to improve both schools' holding power. Among the variables to consider should be retention policies and the availability and use of 1) tutoring programs designed to help students keep up academically with their age peers; and 2) summer school.

- Not all student records are up-to-date. The record system should be improved. (Progress on this issue had already begun as this cohort study entered its final stages.)

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[9] Job Training and Placement Act.

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APPENDICES

APPENDIX A

DEFINITION OF A COHORT

Within this study, a cohort is a group of people (in this case, students) which is defined at a certain point of time, to which no other persons may be added but from which members may leave (and return). Data are collected intermittently to explain some of the dynamics or characteristics of the group.

Within this study, the cohort was defined as those students who are members of the sophomore class on the date of Child Accounting's official Fourth Friday count.[1] Any student who entered the class subsequent to this time or who was enrolled but left prior to the official Fourth Friday count date was not considered to be a part of the cohort. Specifically, the 1989 cohort included only those students who were enrolled as sophomores (in most cases, beginning their high school careers) on or before September 26, 1986 (the date of the official Fourth Friday count) and who had not transferred or dropped from the Saginaw Public Schools before then.

In the 1989 cohort, there were some students who would have been age-wise considered juniors but, because they did not earn enough credits to be promoted to their junior year, were still sophomores. They were included in the cohort.

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[1] The Fourth Friday count is an accounting of the number of students who are enrolling in a school district. Mandated by the State of Michigan, it begins on the Fourth Friday after the first day of the school year and continues for the subsequent ten school days. The enrollment figure generated by this accounting procedure is important in that it creates a basis for state aid appropriations. However, it is only enrollment on that date (regardless of enrollment status within the subsequent ten days) which defines membership in a cohort. Because Child Accounting's auditing procedures consider "movement" within these ten days and may in a year exclude some students and include others, the official Fourth Friday count may not be equal to the number of members in the cohort beginning that year.

APPENDIX A

DATA COLLECTION

The primary focus of this study was to determine what happened to the members of the cohort, i.e., what number and percent graduated, remained as students in our K-12 system, transferred to another K-12 system or to an adult education option, or discontinued their education (e.g., dropped out[2]) over the course of their class's educational program. In addition, the study also had the aim to determine why those who discontinued their education did so.

To attain these goals, students were tracked as to their status or movement at the end of each school year from 1986-87 through 1989-90, inclusive. (This extra year beyond the students' anticipated graduation date was added to allow for the capture of as much of the members' movement as possible, within practical limits.) This tracking was accomplished by examining graduation lists and notice of leaving forms[3] and matching students with their respective movement.

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[2]The State Educational Records and Report Series: Handbook V, pp.96-97 defines a DROPOUT as:

> A pupil who leaves school, for any reason, except death, before graduation or completion of a program of studies and without transferring to another school. The term dropout is used more often to designate an elementary or secondary pupil who has been in membership during the regular school term and who withdraws from membership before graduation from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout, whether his dropping out occurs during or between regular school terms including summer vacation and whether his dropping out occurs before or after he has completed a minimum required amount of school work.

This cohort study defines a dropout in this way except that students who transfer to an Adult Education program are specifically considered to be transfers not dropouts.

[3]A Notice of Leaving Form is used to document that a given student has stopped attending a given school. Detailed on this form are the circumstances of the student's departure (e.g., movement to another school district) and in the case of a dropout, why the student left.

APPENDIX A

CATEGORIES OF DEMOGRAPHIC VARIABLES

Beyond examining the cohort as a whole, this study examined subgroups of the cohort, specifically by the demographic variables of gender, ethnicity, and age.

Gender has the standard definition. The definition of ethnicity is congruent to the one used for reporting purposes by the State of Michigan.[4] Age for each student is defined as his or her age in years on data collection date of the school year in which the student's last movement occurred.

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[4]The five ethnic categories are: American Indian, White (non-Hispanic), Hispanic, Black and Oriental.

APPENDIX B

TABLE B.1.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO GRADUATED, BY GENDER.

Gender	Graduates	
	Number	Percent
Male	298	45.5
Female	357	54.5
TOTAL	655	100.0

TABLE B.1.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO GRADUATED, BY ETHNICITY.

Ethnicity	Graduates	
	Number	Percent
American Indian	7	1.1
White	243	37.1
Hispanic	51	7.8
Black	351	53.6
Oriental	3	0.5
TOTAL	655	100.1*

*Due to rounding.

APPENDIX B

TABLE B.1.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO GRADUATED, BY AGE AT GRADUATION.

	Graduates	
Age	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	4	0.6
17 Year Olds	235	35.9
18 Year Olds	364	55.6
19 Year Olds	48	7.3
20 Year Olds	3	0.5
21 Year Olds	1	0.2
TOTAL	655	100.1*

*Rounding Error

APPENDIX B

TABLE B.2.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	43	53.1
Female	38	46.9
TOTAL	81	100.0

TABLE B.2.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	3	2.5
White	34	42.0
Hispanic	6	7.4
Black	38	46.9
Oriental	1	1.2
TOTAL	81	100.0

APPENDIX B

TABLE B.2.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	3	3.7
16 Year Olds	16	19.7
17 Year Olds	31	38.3
18 Year Olds	25	30.9
19 Year Olds	5	6.2
20 Year Olds	1	1.2
21 Year Olds	0	0.0
TOTAL	81	100.0

APPENDIX B

TABLE B.3.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	81	45.5
Female	97	54.5
TOTAL	178	100.0

TABLE B.3.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	1	0.6
White	22	12.3
Hispanic	32	18.0
Black	123	69.1
Oriental	0	0.0
TOTAL	178	100.0

APPENDIX B

TABLE B.3.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	1	0.6
16 Year Olds	9	5.0
17 Year Olds	32	18.0
18 Year Olds	66	37.1
19 Year Olds	59	33.1
20 Year Olds	10	5.6
21 Year Olds	1	0.6
TOTAL	178	100.0

APPENDIX B

TABLE B.4.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO REMAINED HIGH SCHOOL STUDENTS THROUGH 1989-90, BY GENDER.

Gender	Remaining Students	
	Number	Percent
Male	19	79.2
Female	5	20.8
TOTAL	24	100.0

TABLE. B.4.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO REMAINED HIGH SCHOOL STUDENTS THROUGH 1989-90, BY ETHNICITY.

Ethnicity	Remaining Students	
	Number	Percent
American Indian	0	0.0
White	6	25.0
Hispanic	2	8.3
Black	16	66.7
Oriental	0	0.0
TOTAL	24	100.0

APPENDIX B

TABLE B.4.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO REMAINED HIGH SCHOOL STUDENTS THROUGH 1989-90, BY AGE.

Age	Remaining Students	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	8	33.3
19 Year Olds	15	62.5
20 Year Olds	1	4.2
21 Year Olds	0	0.0
TOTAL	24	100.0

APPENDIX B

TABLE B.5.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY GENDER.

Gender	Students Leaving Administratively	
	Number	Percent
Male	4	80.0
Female	1	20.0
TOTAL	5	100.0

TABLE B.5.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY ETHNICITY.

Ethnicity	Students Leaving Administratively	
	Number	Percent
American Indian	0	0.0
White	2	40.0
Hispanic	1	20.0
Black	2	40.7
Oriental	0	0.0
TOTAL	5	100.0

TABLE B.5.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY AGE.

Age	Students Leaving Administratively	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	3	60.0
18 Year Olds	1	20.0
19 Year Olds	1	20.0
20 Year Olds	0	0.0
21 Year Olds	0	0.0
TOTAL	5	100.0

TABLE B.5.4. NUMBER AND PERCENT OF THE 1989 COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY REASON FOR LEAVING.

Reason	Students Leaving Administratively	
	Number	Percent
Agency Placement	2	40.0
Incarceration	2	40.0
Death	1	20.0
TOTAL	5	100.0

APPENDIX B

TABLE B.6.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO WERE NOT FOUND, BY GENDER.

Gender	Not Found	
	Number	Percent
Male	29	65.9
Female	15	34.1
TOTAL	44	100.0

TABLE B.6.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO WERE NOT FOUND, BY ETHNICITY.

Ethnicity	Not Found	
	Number	Percent
American Indian	0	0.0
White	3	6.8
Hispanic	4	9.1
Black	37	84.1
Oriental	0	0.0
TOTAL	44	100.0

APPENDIX B

TABLE B.6.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO WERE NOT FOUND, BY AGE, AS OF JUNE, 1990.

Age	Not Found	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	5	11.4
19 Year Olds	25	56.8
20 Year Olds	12	27.3
21 Year Olds	1	2.3
22 Year Olds	1	2.3
TOTAL	44	100.1*

*Due to rounding.

APPENDIX B

TABLE B.7.1. NUMBER AND PERCENT OF THE 1989 COHORT WHO DROPPED OUT, BY GENDER.

Gender	Dropouts	
	Number	Percent
Male	120	62.5
Female	72	37.5
TOTAL	192	100.0

TABLE B.7.2. NUMBER AND PERCENT OF THE 1989 COHORT WHO DROPPED OUT, BY ETHNICITY.

Ethnicity	Dropouts	
	Number	Percent
American Indian	2	1.0
White	35	18.3
Hispanic	24	12.5
Black	131	68.2
Oriental	0	0.0
TOTAL	192	100.0

APPENDIX B

TABLE B.7.3. NUMBER AND PERCENT OF THE 1989 COHORT WHO DROPPED OUT, BY AGE OF LEAVING.

Age	Dropouts	
	Number	Percent
15 Year Olds	4	2.1
16 Year Olds	19	9.9
17 Year Olds	51	26.6
18 Year Olds	75	39.1
19 Year Olds	32	16.7
20 Year Olds	8	4.2
21 Year Olds	3	1.6
TOTAL	192	100.2*

*Rounding Error

TABLE B.7.4. NUMBER AND PERCENT OF THE 1989 COHORT WHO DROPPED OUT, BY REASON FOR LEAVING.

Reason	Dropouts	
	Number	Percent
Transfer to non-accredited school	3	1.6
School status unknown	1	0.5
Expelled	1	0.5
Suspended, did not return	6	3.1
Pregnancy	1	0.5
Marriage	0	0.0
Non-attendance, parental influence	4	2.1
Non-attendance, lack of interest	53	27.6
Non-attendance, academic failure	8	4.2
Non-attendance, poor pupil/staff relationships	2	1.0
Non-attendance, poor peer relationships	0	0.0
Non-attendance, reason unknown	17	8.9
Extended illness	1	0.5
Military service	3	1.6
Employment	4	2.1
No show	87	45.3
Other known reason	1	0.5
TOTAL	192	100.0

APPENDIX C

TABLE C.1.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO GRADUATED, BY GENDER.

Gender	Graduates	
	Number	Percent
Male	188	47.1
Female	211	52.9
TOTAL	399	100.0

TABLE C.1.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO GRADUATED, BY ETHNICITY.

Ethnicity	Graduates	
	Number	Percent
American Indian	7	1.7
White	237	59.4
Hispanic	44	11.0
Black	108	27.1
Oriental	3	0.8
TOTAL	399	100.0

APPENDIX C

TABLE C.1.3. NUMBER AND PERCENT OF THE 1989 COHORT FROM ARTHUR HILL WHO GRADUATED, BY AGE AT GRADUATION.

	Graduates	
Age	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	2	0.5
17 Year Olds	150	37.6
18 Year Olds	223	55.9
19 Year Olds	21	5.3
20 Year Olds	2	0.5
21 Year Olds	1	0.2
TOTAL	399	100.0

APPENDIX C

TABLE C.2.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	26	57.8
Female	19	42.2
TOTAL	45	100.0

TABLE C.2.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	1	2.2
White	30	66.7
Hispanic	5	11.1
Black	8	17.8
Oriental	1	2.2
TOTAL	45	100.0

APPENDIX C

TABLE C.2.3. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	1	2.2
16 Year Olds	11	24.4
17 Year Olds	20	44.4
18 Year Olds	9	20.0
19 Year Olds	3	6.7
20 Year Olds	1	2.2
21 Year Olds	0	0.0
TOTAL	45	99.9*

*Due to rounding.

APPENDIX C

TABLE C.3.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	24	46.2
Female	28	53.8
TOTAL	52	100.0

TABLE C.3.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	1	1.9
White	20	38.5
Hispanic	17	32.7
Black	14	26.9
Oriental	0	0.0
TOTAL	52	100.0

APPENDIX C

TABLE C.3.3. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	4	7.7
17 Year Olds	11	21.2
18 Year Olds	28	53.8
19 Year Olds	8	15.4
20 Year Olds	1	1.9
21 Year Olds	0	0.0
TOTAL	52	100.0

APPENDIX C

TABLE C.4.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY GENDER.

Gender	Remaining Students	
	Number	Percent
Male	9	75.0
Female	3	25.0
TOTAL	12	100.0

TABLE C.4.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY ETHNICITY.

Ethnicity	Remaining Students	
	Number	Percent
American Indian	0	0.0
White	5	41.7
Hispanic	2	16.7
Black	5	41.7
Oriental	0	0.0
TOTAL	12	100.1*

*Due to rounding.

APPENDIX C

TABLE C.4.3. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY AGE AS OF JUNE, 1990.

Age	Remaining Students	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	5	41.7
19 Year Olds	6	50.0
20 Year Olds	1	8.3
21 Year Olds	0	0.0
TOTAL	12	100.0

APPENDIX C

TABLE C.5.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY GENDER.

Gender	Students Leaving Administratively	
	Number	Percent
Male	3	100.0
Female	0	0.0
TOTAL	3	100.0

TABLE C.5.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY ETHNICITY.

Ethnicity	Students Leaving Administratively	
	Number	Percent
American Indian	0	0.0
White	2	66.7
Hispanic	0	0.0
Black	1	33.3
Oriental	0	0.0
TOTAL	3	100.0

APPENDIX C

TABLE C.5.3. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY AGE AT LEAVING.

Age	Students Leaving Administratively	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	1	33.3
18 Year Olds	1	33.3
19 Year Olds	1	33.3
20 Year Olds	0	0.0
21 Year Olds	0	0.0
TOTAL	3	99.9*

*Due to rounding.

TABLE C.5.4. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY REASON FOR LEAVING.

Reason	Students Leaving Administratively	
	Number	Percent
Agency Placement	1	33.3
Incarceration	1	33.3
Death	1	33.3
TOTAL	3	99.9*

*Due to rounding.

APPENDIX C

TABLE C.6.1. NUMBER AND PERCENT OF THE AHHS COHORT WHO WERE NOT FOUND, BY GENDER.

Gender	Students Who Were Not Found	
	Number	Percent
Male	10	66.7
Female	5	33.3
TOTAL	15	100.0

TABLE C.6.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO WERE NOT FOUND, BY ETHNICITY.

Ethnicity	Students Who Were Not Found	
	Number	Percent
American Indian	0	0.0
White	3	20.0
Hispanic	3	20.0
Black	9	60.0
Oriental	0	0.0
TOTAL	15	100.0

APPENDIX C

TABLE C.6.3. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO WERE NOT FOUND, BY AGE AS OF JUNE, 1990.

Age	Students Who Were Not Found	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	4	26.7
19 Year Olds	9	60.0
20 Year Olds	2	13.3
21 Year Olds	0	0.0
22 Year Olds	0	0.0
TOTAL	15	100.0

APPENDIX C

TABLE C.7.1. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO DROPPED OUT, BY GENDER.

Gender	Dropouts	
	Number	Percent
Male	35	59.3
Female	24	40.7
TOTAL	59	100.0

TABLE C.7.2. NUMBER AND PERCENT OF THE 1989 AHHS COHORT WHO DROPPED OUT, BY ETHNICITY.

Ethnicity	Dropouts	
	Number	Percent
American Indian	1	1.7
White	33	55.9
Hispanic	12	20.3
Black	13	22.0
Oriental	0	0.0
TOTAL	59	99.9*

APPENDIX C

TABLE C.7.3. NUMBER AND PERCENT OF THE 1989 COHORT FROM ARTHUR HILL WHO DROPPED OUT, BY AGE OF LEAVING.

Age	Dropouts	
	Number	Percent
15 Year Olds	3	5.1
16 Year Olds	10	16.9
17 Year Olds	24	40.7
18 Year Olds	15	25.4
19 Year Olds	6	10.2
20 Year Olds	1	1.7
21 Year Olds	0	0.0
TOTAL	59	100.0

TABLE C.7.4. NUMBER AND PERCENT OF THE 1989 COHORT FROM ARTHUR HILL WHO DROPPED OUT, BY REASON FOR LEAVING.

Reason	Dropouts	
	Number	Percent
Transfer to non-accredited school	1	1.7
School status unknown	1	1.7
Expelled	0	0.0
Suspended, did not return	5	8.5
Pregnancy	1	1.7
Marriage	0	0.0
Non-attendance, parental influence	3	5.1
Non-attendance, lack of interest	17	28.8
Non-attendance, academic failure	3	5.1
Non-attendance, poor pupil/staff relationships	2	3.4
Non-attendance, poor peer relationships	0	0.0
Non-attendance, reason unknown	8	13.6
Extended illness	1	1.7
Military service	2	3.4
Employment	4	6.8
No show	11	18.6
Other known reason	0	0.0
TOTAL	59	100.1*

*Rounding Error

APPENDIX D

TABLE D.6.1. NUMBER AND PERCENT OF THE 1989 COHORT FROM SAGINAW HIGH WHO WERE NOT FOUND, BY GENDER.

Gender	Students Who Were Not Found	
	Number	Percent
Male	19	65.5
Female	10	34.5
TOTAL	29	100.0

TABLE D.6.2. NUMBER AND PERCENT OF THE 1989 COHORT FROM SAGINAW HIGH WHO WERE NOT FOUND, BY ETHNICITY.

Ethnicity	Students Who Were Not Found	
	Number	Percent
American Indian	0	0.0
White	0	0.0
Hispanic	1	3.4
Black	28	96.6
Oriental	0	0.0
TOTAL	29	100.0

APPENDIX D

TABLE D.1.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO GRADUATED, BY GENDER.

Gender	Graduates	
	Number	Percent
Male	110	43.0
Female	146	57.0
TOTAL	256	100.0

TABLE D.1.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO GRADUATED, BY ETHNICITY.

Ethnicity	Graduates	
	Number	Percent
American Indian	0	0.0
White	6	2.3
Hispanic	7	2.7
Black	243	94.9
Oriental	0	0.0
TOTAL	256	99.9*

*Due to rounding.

APPENDIX D

TABLE D.1.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO GRADUATED, BY AGE AT GRADUATION.

Age	Graduates	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	2	0.8
17 Year Olds	86	33.6
18 Year Olds	141	55.1
19 Year Olds	26	10.2
20 Year Olds	1	0.4
21 Year Olds	0	0.0
TOTAL	256	100.1*

*Due to rounding.

APPENDIX D

TABLE D.2.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	17	47.2
Female	19	52.8
TOTAL	36	100.0

TABLE D.2.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	1	2.8
White	4	11.1
Hispanic	1	2.8
Black	30	83.3
Oriental	0	0.0
TOTAL	36	100.0

APPENDIX D

TABLE D.2.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO ANOTHER SCHOOL DISTRICT, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	2	5.6
16 Year Olds	5	13.9
17 Year Olds	11	30.6
18 Year Olds	16	44.4
19 Year Olds	2	5.6
20 Year Olds	0	0.0
21 Year Olds	0	0.0
TOTAL	36	100.0

APPENDIX D

TABLE D.3.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY GENDER.

Gender	Transferring Students	
	Number	Percent
Male	57	45.2
Female	69	54.8
TOTAL	126	100.0

TABLE D.3.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY ETHNICITY.

Ethnicity	Transferring Students	
	Number	Percent
American Indian	0	0.0
White	2	1.6
Hispanic	15	11.9
Black	109	86.5
Oriental	0	0.0
TOTAL	126	100.0

APPENDIX D

TABLE D.3.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO TRANSFERRED TO AN ADULT EDUCATION OPTION, BY AGE AT TRANSFER.

Age	Transferring Students	
	Number	Percent
15 Year Olds	1	0.8
16 Year Olds	5	4.0
17 Year Olds	21	16.7
18 Year Olds	38	30.2
19 Year Olds	51	40.5
20 Year Olds	9	7.1
21 Year Olds	1	0.8
TOTAL	126	100.1*

*Due to rounding.

APPENDIX D

TABLE D.4.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY GENDER.

Gender	Remaining Students	
	Number	Percent
Male	10	83.3
Female	2	16.7
TOTAL	12	100.0

TABLE D.4.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY ETHNICITY.

Ethnicity	Remaining Students	
	Number	Percent
American Indian	0	0.0
White	1	8.3
Hispanic	0	0.0
Black	11	91.7
Oriental	0	0.0
TOTAL	12	100.0

APPENDIX D

TABLE D.4.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO REMAINED STUDENTS THROUGH 1989-90, BY AGE AS OF JUNE, 1990.

Age	Remaining Students	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	3	25.0
19 Year Olds	9	75.0
20 Year Olds	0	0.0
21 Year Olds	0	0.0
TOTAL	12	100.0

APPENDIX D

TABLE D.5.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY GENDER.

Gender	Students Leaving Administratively	
	Number	Percent
Male	1	50.0
Female	1	50.0
TOTAL	2	100.0

TABLE D.5.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY ETHNICITY.

Ethnicity	Students Leaving Administratively	
	Number	Percent
American Indian	0	0.0
White	0	0.0
Hispanic	1	50.0
Black	1	50.0
Oriental	0	0.0
TOTAL	2	100.0

APPENDIX D

TABLE D.5.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY AGE AT LEAVING.

Age	Students Leaving Administratively	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	2	100.0
18 Year Olds	0	0.0
19 Year Olds	0	0.0
20 Year Olds	0	0.0
21 Year Olds	0	0.0
TOTAL	2	100.0

TABLE D.5.4. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO LEFT SCHOOL ADMINISTRATIVELY, BY REASON FOR LEAVING.

Reason	Students Leaving Administratively	
	Number	Percent
Agency Placement	1	50.0
Incarceration	1	50.0
Death	0	0.0
TOTAL	2	100.0

APPENDIX D

TABLE D.6.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO WERE NOT FOUND, BY GENDER.

Gender	Students Who Were Not Found	
	Number	Percent
Male	19	65.5
Female	10	34.5
TOTAL	29	100.0

TABLE D.6.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO WERE NOT FOUND, BY ETHNICITY.

Ethnicity	Students Who Were Not Found	
	Number	Percent
American Indian	0	0.0
White	0	0.0
Hispanic	1	3.4
Black	28	96.6
Oriental	0	0.0
TOTAL	29	100.0

APPENDIX D

TABLE D.6.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO WERE NOT FOUND, BY AGE AS OF JUNE, 1990.

Age	Students Who Were Not Found	
	Number	Percent
15 Year Olds	0	0.0
16 Year Olds	0	0.0
17 Year Olds	0	0.0
18 Year Olds	1	3.4
19 Year Olds	16	55.2
20 Year Olds	10	34.5
21 Year Olds	1	3.4
22 Year Olds	1	3.4
TOTAL	29	99.9*

*Due to rounding.

APPENDIX D

TABLE D.7.1. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO DROPPED OUT, BY GENDER.

Gender	Dropouts	
	Number	Percent
Male	85	63.9
Female	48	36.1
TOTAL	133	100.0

TABLE D.7.2. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO DROPPED OUT, BY ETHNICITY.

Ethnicity	Dropouts	
	Number	Percent
American Indian	1	0.8
White	2	1.5
Hispanic	12	9.0
Black	118	88.7
Oriental	0	0.0
TOTAL	133	100.0

APPENDIX D

TABLE D.7.3. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO DROPPED OUT, BY AGE OF LEAVING.

Age	Dropouts	
	Number	Percent
15 Year Olds	1	0.8
16 Year Olds	9	6.8
17 Year Olds	27	20.3
18 Year Olds	60	45.1
19 Year Olds	26	19.5
20 Year Olds	7	5.3
21 Year Olds	3	2.3
TOTAL	133	100.1*

*Due to rounding.

TABLE D.7.4. NUMBER AND PERCENT OF THE 1989 SHS COHORT WHO DROPPED OUT, BY REASON FOR LEAVING.

Reason	Dropouts	
	Number	Percent
Transfer to non-accredited school	2	1.5
School status unknown	0	0.0
Expelled	1	0.7
Suspended, did not return	1	0.7
Pregnancy	0	0.0
Marriage	0	0.0
Non-attendance, parental influence	1	0.7
Non-attendance, lack of interest	36	27.1
Non-attendance, academic failure	5	3.8
Non-attendance, poor pupil/staff relationships	0	0.0
Non-attendance, poor peer relationships	0	0.0
Non-attendance, reason unknown	9	6.8
Extended illness	0	0.0
Military service	1	0.7
Employment	0	0.0
No show	76	57.1
Other known reason	1	0.7
TOTAL	133	99.8*